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ABSTRACT

Lessons and learning activities to teach children in the primary grades about citizenship responsibility and social decision making are provided. Active learning is emphasized. Section I contains five lessons, for use in kindergarten and grade 1, that deal with the themes of freedom and responsibility. The activities focus on home life and the classroom. Students select team captains, make up rules, learn about service workers in the school and select tasks appropriate for a classroom helper in their own classroom, learn about sharing and taking turns, and are acquainted with property rights. The five lessons in the second section are intended for students in grades 2 and 3 and deal with rules and civic responsibility. The activities focus on the neighborhood and community. Students study about traffic rules and signs, the reasons for laws, and the responsibility of citizens to improve public property in their community. Teaching methods vary and include guest speakers, field trips, role play, oral presentation, small group work, classroom discussion, and surveys. The guide also contains additional ideas for activities that can be adapted for use in several grades. (RM)

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"Wee Folk" and Citizenship Education: Active Learning Experiences for Primary Children that Promote the Tools of Social Decision-Making

Paper
Presented
at the
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THE CHILD SPEAKS by Marion Quin Dix

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The American Crayon Company

I need to experiment with things.
To paint - to saw wood - to hammer nails -
As my father and grandfathers did in the workshop on the farm.
As all our grandfathers did in the small towns of this land.
I need to work with colors and see what I can make them do.
To see in paint, crayon, wool, and in the glow of the sky the colors of the spectrum and of the sun.

I need to get the feel of things,
Wood-- stone-- cloth-- wet clay-- plastic-- metal-- glass--
I need to know what I can do with these things, singly and together,
I need to know because one day I shall buy them- sell them- work with them- live with them-
They are the stuff of my material world.
I must know them- learn to use them the best ways.

I need to learn how to work with strange new things that will fill my world- things no one has yet seen- things whose unknown ways I must learn.
I need to know not only the ideas of my world- but its materials.
To know how to master them so that they will not master me.

I need to know the powers of my own Self.
To know how to say the things I have to say- to know and to tell, so that others will listen, and understand as they hear- that I have to say in my own individual way.

I need to tell what I see the way I see it.
To tell the way I feel it- to interpret it my way.
To show the good I see- and the bad I see.
I cannot know a thing is good if I know only that somebody says so-
I must know because I have felt it, worked it, experimented with it.
Then I can recognize what is done the best way.

Each of us needs to see- we see best when we say it- tell it, and interpret it.
Seeing and telling, each to the other, helps all to know.
From each to all- that is DEMOCRACY.

I need to know the workers- the builders- the craftsmen- the artists.
They are like me-- their eyes are steady- they are guileless- honest and simple people.
They are independent- they stand on their own feet-
They say what they think.

They are energetic- they like to do things- to experiment- to make things over.
They want to do something about everything-
All things are their materials and their tools.
They dream- and make new worlds.

I need to know how they work.
Watch them- talk to them- see what they use- how they go about it.
I shall live in the world they are making- I need to know how it is made-
To work beside them- as I learn to work my way.
When they get tired and old, I shall go on working.
There will be other boys and girls then.
Our world will not be finished.

I need a teacher who is a PERSON
One who sees the newest plays, and knows the latest gag- who knows the music of the concerts, and the latest beat- time-honored literature, and the books on the newsstands- the movement of fashion- the shop windows in our town-
Today's art and the museums full of yesterday.
All life must be her school.

My teacher must be a person with all senses keenly alive to each new day-
Alive to every child's need- aware before the need is spoken.
She must be the most sensitive guide I meet in my quest for the meanings of my world.

My teacher must care about me, and like to work with me- in and out of school.
I must be able to believe in her.
My Parents must believe in her.
It must be easy for everyone to trust her.
She must be one who lives fully in her world in order that she may live a little in our world.

I need a teacher who knows what I can do- but also, that I can never do as well as I wish.
A teacher who cares more about what I want to do than what she wants me to do.
Who knows that some time I will do all that is good for me of what she wished me to do.

A teacher who knows what my troubles are. even when I cannot tell her.
Who will help me to help myself- not use me to help HERSELF.

A teacher who does not try to make my work her own.
One who can show me her way of doing what I am trying to do- but who will like it better if I do NOT do it her way.

A teacher who will let me "waste" materials- "waste" time- throw away ideas- letting me plow these under to feed tomorrow's growth.
A teacher who will let me experiment with life around me and learn it in my own terms.
Who will allow me to learn my way of doing things- build my own skills- find my own voice and style.

I need to escape from home.
From the clutch of those who love me too well to understand my need to be myself.
A place where I can be quiet when I will- active or lazy- dreaming my dreams-
Learning the way of my growing body and soul.

A place to be among friends who know some things I know- and some of the things I don's know.
Who are my friends partly for what I am and partly because of what I may become.

People who do not tell me what is beyond the horizon- but who do not fail to make me believe that there is something there worthy of my quest.
People who believe in me and make me believe in them.

Who look at me with eyes that are warm and cool at the same time.
Who like my work not only because it is a part of them- but because it is apart FROM them.

I need a school with a place for ME. A place to work- to play- to grow.
Where I can bring what I find everywhere- work with it- find its meaning-
A place full of things that speak for me as I work with them.

A place full of boys and girls- room for all our work.
Where we can work together- laugh together- talk- think- dispute- each saying- his say-
Sharing our life and our work.

Where every day we can do a little of our endless task of using everything to express our learning- our growth- our vision.

Where our teachers can see what we have made of their teaching.
How we have changed the world they offered us to make a world of our own.

My country is like me.
It is full of pep- it is not afraid- it is noisy and sometimes rough, not always minding its manners.
But it believes, as I do, that our best days are still to come.

Being unafraid, my country does not have to be mean, sly or dishonest.
I know about that because I act that way when I am afraid.
Sometimes people in my country ARE afraid.
These are the people who were once told how things had been done in countries that were not like mine- young, and still able to learn.

That is the main reason why my country needs me.
It is a country that is trying as hard as I am to learn how all our people can do things together.
If I am not afraid and if other boys and girls are not afraid, we can learn together how to do things, so that no one will ever have to be afraid.

That is what DEMOCRACY means.
A country and a world that is good for children like me to live and work and grow in- because no one, big or little, old or young, is afraid of anyone else.
Everyone can work with everyone else.

Grown people need me.
This is hard for me to understand at first- because all I know is <u>my</u> need for <u>them</u>.
My parents need me- to help them live in the world of today.

Other boys and girls need me- to help them build a world for tomorrow.
My town needs all of us to help find better ways to do things.
We are slow to learn this--
Because we think always of how much we need our town- to help us to learn how things are done.
Together, we will learn how things are to BE done.

My country needs me- to help in building a new world, without fear.
Only by understanding its need for me, can by DEMOCRACY be the kind of country I need- the kind of country the world needs.

Only by letting each of us learn to stand alone,
Will our DEMOCRACY teach us all how to stand TOGETHER.

SECTION I

FREEDOM AND RESPONSIBILITY

GRADES KINDERGARTEN AND 1

A project of the Indiana Department of Education, "Teaching About Elections in Indiana Schools", September, 1984.

FREEDOM AND RESPONSIBILITY
(FOCUS: STATE AND NATION)

LESSONS:

1. Choosing Captains
2. Walk, Don't Run!!
3. Our Classroom Helpers
4. Grown-Ups Take Turns, Too!!
5. What's Mine and What's Yours?

INTRODUCTION:

These five lessons share the theme of "Freedom and Responsibility." Young children learn that members of our society are entitled to many rights; with these rights, however, come attendant responsibilities as well. The scope of these lessons is appropriate for early primary children; activities focus on home life and the classroom - - familiar environments for youngsters. The activities build a number of skills appropriate for these age levels, such as listening skills, oral language skills, creativity, and skills of social interaction. The lessons also illustrate a variety of methods of effective social studies instruction, such as role play, discussion, and oral presentation.

The lessons are each designed to last approximately forty minutes. Lesson outlines are intended to provide suggestions for the classroom teacher to follow; the directions are not meant to be prescriptive. Teachers are encouraged to adapt these lessons to their particular teaching situations as much as necessary. The lessons should not demand exhaustive pre-planning by the teacher; all are autonomous and generally require materials/resources typically found in an elementary classroom. The lessons, however, do require additional teacher preparation in three instances. First of all, the teacher will need to arrange a suitable game activity, acquire necessary equipment, and determine a playing area (Lesson 1). The teacher also needs to be aware that he/she needs to schedule a guest speaker and have children provide photographs of themselves for a bulletin board (Lesson 3). Finally, children will need to bring a "special thing" of their own to share during class discussion (Lesson 5). The lessons are listed in a recommended teaching sequence. Teachers should not hesitate to adjust this teaching order, however, should individual circumstances dictate.

CHOOSING CAPTAINS

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

The lesson is intended to acquaint young children with the essential qualities of leadership. Through discussion of the role of team captains, students will acquire terminology related to the exercise of leadership, such as "leader," "follower," "respect," "fairness," "responsibility," "volunteer," "choices," and "rotation". Students will also experience instructional methods basic to effective social studies teaching, such as disussion, investigation, discovery learning, problem solving, and active learning.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Demonstrate qualities basic to effective and positive leadership.
2. Name several ways in which captains/leaders are chosen.
3. State several reasons why we have leaders.
4. Demonstrate conduct appropriate for both a constructive leader and a constructive follower.

LEARNING ACTIVITIES:

The teacher begins the lesson with a brief introduction. He/she explains to the children that the class will soon play a game. This game (kickball, soccer or a relay race are possibilities) involves dividing the class into groups or teams. To best play this game, the class needs to select leaders or captains so that the teams can perform most effectively.

The teacher then begins a class discussion with the question, "How should we choose our leaders?" The teacher guides the discussion so that responses include the following: choosing volunteers, leader selection, rotation, random choice, and class vote. The discussion proceeds to the positive and negative aspects of the various methods of choosing leaders. The class reaches consensus on the best method for selecting captains for the game.

Before actually choosing the captains, the teacher reviews with the children qualities a good captain needs to have. The children list characteristics that a good captain/leader demonstrates. The teacher guides the discussion so that such qualities as fairness, responsibility, and respect are included on the list. The children also list characteristics that a good follower demonstrates. The class also considers the question, "Why can't everyone be a captain?" Finally, the captains are chosen for the game. The teacher, with class input, reviews the duties that the captains must perform if the game is to be a success. These duties are tailored to the abilities of the class and the captains. The teacher advises the captains on the most positive and constructive fulfillment of these duties.

The children return to the classroom setting and discuss the completed game. Emphasis of the discussion is placed on the role of the captains. The duties

of the captains are reviewed. The teacher asks how the performance of these duties improved the quality of the game. The teacher asks why the game was a more enjoyable experience because of the captains. The teacher asks if the selection process for choosing captains was a good one. How might it be improved for the next game? The discussion concludes with the statement that the class will play the game again. When the captains are again chosen, the children should remember what qualities a good captain needs to possess.

EVALUATION:

No formal evaluation system is recommended for this lesson. The success or failure of the activity can best be judged by informal teacher observation of the class discussions and progress of the game. Additional consideration can be given to observation of the performance of the captains/leaders.

RESOURCES:

- Athletic equipment for the game.
- Playing area for the game.

WALK, DON'T RUN!!

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is intended to acquaint young children with basic ideas of making rules for social conduct. Students will learn what a rule is, why rules are made, and why they have a responsibility to follow rules necessary for social welfare.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List rules that contribute to the safety/welfare of students in their class.
2. State reasons why it is important to walk in school rather than run.
3. Refrain from running while in the school building.

LEARNING ACTIVITIES

The lesson is in the form of a class discussion. The teacher begins the discussion by presenting the idea that a major responsibility of a teacher is to provide for the safety of the children in his/her classroom. The teacher advises the children that classroom rules are designed to reduce the dangerous situations that children might encounter in the school building. The teacher then asks children to name rules that help keep them out of danger both in the building and on the playground. The teacher then asks children to add rules that their parent(s) have made at home that help keep them safe. The teacher briefly expands the discussion to include laws/rules around the school community that help keep children safe (examples should include: stopping for stop signs, stopping for stop lights, crosswalks, etc.) The teacher guides the discussion sufficiently to ensure that the students include the rule prohibiting running while inside the school building; before proceeding further, the teacher returns the children's attention to this rule.

The discussion now focuses on the "Walk, Don't Run" rule. The teacher asks the children to state negative consequences of running in the school building. The teacher then helps children rephrase these negative examples in the form of reasons why they should walk rather than run in school. The teacher then asks students to consider hypothetical situations to reinforce the negative consequences of running in school (i.e. the teacher asks, "what might happen if you were running around a corner?" or "what might happen if you ran in a room where there were lots of desks?"). The teacher then has the class choose the three most important reasons why they should walk and not run in the school.

The lesson concludes with the teacher reviewing the key points of the discussion with the youngsters. The children are reminded that rules exist for their safety. They are reminded that many negative consequences might result from breaking the rule against running. The teacher reinforces the idea that children not only keep themselves safe but contribute to the safety of others by following school rules, rules at home, and rules in the community.

EVALUATION:

No formal evaluation is needed for this lesson. The success or failure of the activity might best be judged by informal observation of students' behavior in the halls following this activity. Should the teacher desire a more conclusive form of evaluation, students can be randomly selected and asked to briefly explain why they should walk rather than run in school.

RESOURCES:

- None

OUR CLASSROOM HELPERS

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is designed to give young children a rudimentary idea of public service. The children will become acquainted with service opportunities within their own classroom (jobs that need "classroom helpers") and service workers within the school as a whole. They will also select tasks appropriate for a "classroom helper" in their classroom and learn the benefits of such service both to the class as a whole and the helper him/herself. Finally, the lesson acquaints the children with the concept of responsibility and the close tie between responsibility and a helper's role.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Name "helpers" around the school.
2. Select tasks within their classroom that would be appropriate for "classroom helpers" to perform.
3. Demonstrate an understanding of the responsibility inherent in the role of being a "helper".
4. Select students to fill the "helper" roles by a democratic process.
5. List the benefits a "helper" gives and receives as a result of service.

LEARNING ACTIVITIES:

The lesson begins with a visit from a service worker around the school (janitor, cook, secretary, nurse, maintenance worker, etc.). The worker briefly describes his/her job, focusing on the essential functions/benefits children receive as a result of his/her service. Children ask questions about the worker's job. The worker also describes why he/she likes the job and lists the benefits he/she receives from performing this service. The children list other service workers around the school. If time permits, the children might take a walking tour of the building to observe these service workers in action.

The teacher then asks the children how they might help these service workers to better perform their tasks. The discussion then focuses on specific tasks the children might undertake within their classroom to help the room function more smoothly. The children generate a list of approximately six jobs that might be performed by "classroom helpers." The list might include: trash emptiers, pet feeders, desk straighteners, board erasers, supply distributors, etc. The teacher lists these tasks on the board and discusses the duties of each task with the children. The teacher stresses duties that must be performed faithfully (for example, the pet feeder must feed the classroom animals regularly or they get sick). The children are advised that these duties are the responsibility of the classroom helper. Every classroom helper has responsibilities, just as the service workers in the school have responsibilities. The children

conclude the discussion by naming the benefits to the class and to the helper for each classroom job.

The children are asked to draw pictures of the classroom helpers in action. The children are assigned a particular helper so that all may participate. The children are also asked to bring a photograph of themselves from home (school pictures are adequate for this purpose). With these drawings and photos, the teacher later constructs a bulletin board, "Our Classroom Helpers."

EVALUATION:

No formal evaluation is proposed for this lesson. Observation of the discussion and long-term observation of how students perform as "helpers" should supply information necessary to judge the success of the lesson.

RESOURCES:

- Each student will supply a photo of him/herself.
- Drawing paper.
- Crayons, colored pencils, pencils, etc.
- Construction paper for bulletin board.
- A service worker to speak to the class.

GROWN-UPS TAKE TURNS, TOO!!

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is designed to acquaint young children with sharing and its importance in adult society. Students will also be exposed to values related to sharing, such as the inherent equality of people and the concept of "fairness." The lesson also incorporates the role play method to allow children the opportunity for creative expression and to reinforce the concepts conveyed in this lesson.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. State a basic definition of sharing supported by examples of how they regularly take turns with other children.
2. State reasons why people need to share and take turns regularly in their daily lives.
3. Give examples of adults taking turns with each other.
4. In a role play activity, select the fairest course of action from among several alternatives.

LEARNING ACTIVITIES:

The lesson begins with students seated together in an open meeting arrangment to facilitate the sharing of ideas. The teacher asks individual students to describe the last time they took turns. The teacher helps students categorize these examples to generate types of occasions when taking turns is appropriate. The list of occasions should include: when people need to use something in limited supply they take turns using it; when many people need to function in a restricted area, they take turns using it. The teacher points out to students that they have taken turns speaking during their class meeting. The teacher then asks students why it was best to take turns during the discussion. Gradually, the teacher develops general guidelines that explain why taking turns is often the best course of action to follow.

The teacher then asks the children to think of situations in which their parent(s) take turns. The list of examples might include: taking turns at the check-out stand in a grocery store; taking turns at an intersection when driving the family car; and taking turns choosing television programs for family viewing. The teacher asks the children to explain why adults also need to take turns and explains that their reasons for taking turns are the same as the children's reasons. The teacher then selects an example of adults taking turns for the children to role play. The teacher briefly outlines the situation for the class, then selects participants for the role play. The teacher then briefs the participants regarding behaviors appropriate for their roles. The role play situations should be very basic and participants at a minimum (no more than 3 or 4 per role play situation). At the moment when the role play participants must choose what course of action they will take, the teacher intervenes and asks

the class to suggest what role players should do. With sufficient teacher guidance, the class should suggest courses of action that involve taking turns. The role play participants then follow class suggestions as they conclude their drama. The class then discusses why taking turns was the best course of action in this situation. The teacher then develops other role play dramas until the entire class has had a chance to participate. The lesson concludes with a brief discussion of all of the role plays that emphasizes the reasons why taking turns was the best course of action for all participants. In this discussion, the concept of fairness should be developed and left with the students as the lesson ends.

EVALUATION:

No formal evaluation is proposed for this lesson. The teacher can best judge the effectiveness of the discussions and role plays through observation of the students during the lesson. Additionally, the teacher can continue to observe the students to ascertain if their willingness to take turns has increased following this activity.

RESOURCES:

- None

WHAT'S MINE AND WHAT'S YOURS?

GRADE LEVEL: Early Primary (K and 1)

MAJOR IDEAS:

This lesson is intended to acquaint young children with the essential features of property rights. Through a "show and tell" activity, discussion, and art project, children will learn basic rights/responsibilities of ownership and reasons why these rights/responsibilities deserve their respect.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Name an item(s) over which they can exercise rights of ownership.
2. List several rights of ownership that they can exercise.
3. Differentiate between items that they do and do not own.
4. State reasons why they should not violate the property rights of other people.

LEARNING ACTIVITIES:

The lesson begins with students seated together in an open meeting arrangement to facilitate the sharing of ideas (i.e. seated on the floor in a circle, seated around a table, etc.). Each child has been instructed to bring something special of his/her very own from home to share at this session. The children share their special items in turn. The teacher guides the discussion to be sure that every child who wants to can share his/her special thing from home. The children should also give reasons why this thing is so special.

The teacher then explains to the children that each special item is the property of the child who brought it from home. Each child owns his/her special item. The teacher then leads a discussion of the rights and ownership that each child can exercise. The list of property rights developed by the children should include: the right to transport the special item whenever and wherever the child wants; the right to play with it when the child wants (subject, of course, to the rules of the classroom and the home); the right to share the special item only with those people the child chooses. The teacher moves quickly to a discussion of the responsibilities of ownership: the need to protect the special item by keeping it in a safe place when not used; the need to maintain the special item in good condition by treating it with respect; the need to use the special item in a way that does not endanger the safety of others. For each right and responsibility, the teacher asks the class to give examples of how that right/responsibility applies to them specifically.

The teacher then asks students to name other items that they own. The teacher is careful to help students differentiate between things they are able to use and things that are actually their property. The teacher also asks the class to look around the room and name things that they can use, but do not actually own. The teacher establishes for the students ways that they can differentiate between things they can use and things they actually own (Can they take it home when they want? Can they prevent others from using it? Must they take care of it?).

The class lists reasons why they should no try to exercise property rights over items that they do not own. The teacher can prompt reasons using specific examples from the students' own classroom (i.e. What might happen if Susie took Sally's doll home one night?).

Students place their special things in a safe place in the classroom and return to their work seats. On a sheet of drawing paper, they draw four items that are their own special property. The lesson concludes with students explaining their drawings to the rest of the class and stating reasons why they know these things are their own very special property.

EVALUATION:

The success of this activity can best be measured by examining the appropriateness of the items included by each student on his/her drawing. Additionally, the teacher can observe the class discussion and focus on the appropriateness of items included in the "own" and "don't own" lists stated by the class. Finally, the teacher can continue to observe the class to ascertain if there are any positive changes in student behavior regarding their property and the property of others following this activity; such as: do students seem to take care of their property better following this activity? do they show more respect for the property of their students after the activity is concluded?

RESOURCES:

- Each student needs to bring a "special thing" from home.
- Drawing paper.
- Crayons, pencils, colored pencils, etc.
- An open area where the class can sit to share their special things.

SECTION II

RULES AND VOTING

GRADES 2 AND 3

A project of the Indiana Department of Education, "Teaching About Elections in Indiana Schools", September, 1984.

RULES AND VOTING
(FOCUS: NEIGHBORHOOD/COMMUNITY)

LESSONS:

1. Traffic Rules for Safety.
2. Signs Mean Safety!!
3. A Common RULE(r).
4. What Would Happen If...?
5. Tasks in Our Community!!

INTRODUCTION:

These five lessons demonstrate a common theme of "Rules and Voting". Young children learn in these lessons that our society has adopted rules to standardize certain aspects of measurement and human behavior. They learn that these rules are not capricious or arbitrary but provide for the welfare and safety of all citizens. The scope of these lessons is appropriate for primary students; the lessons focus on the neighborhood and community -- environments familiar for second/third graders and environments that students will encounter in most social studies programs at these instructional levels. Activities included in these lessons build a number of skills appropriate for the primary age level, such as writing skills, oral language skills, higher level thinking skills (classifying, problem-solving), basic map and globe skills, and skills of social interaction. The lessons also employ a variety of teaching methods appropriate for effective social studies instruction, such as role play, discussion, oral presentation, small group work, and concept development.

The lessons are each intended to last approximately one hour. Lesson outlines are not to be considered prescriptive; they provide suggestions for the teacher to follow rather than directives that must be followed. Teachers are encouraged to adapt these lessons to their particular teaching situations as much as they deem necessary. The lessons should not demand exhaustive pre-planning by the teacher; all are autonomous and generally require resources typically found in an elementary classroom. Teachers should be aware, however, that three lessons do require additional teacher preparation. First of all, the teacher will need a recording of movement-oriented music and a laminated (if possible) cardboard stop sign (Lesson 1). The teacher will also need to make examples of highway safety signs (Lesson 2). Finally, the teacher will need to briefly research the area surrounding his/her school building to determine what municipal, county, and/or state agencies are responsible for public property maintenance in that area. The lessons are listed in a recommended teaching sequence. Teachers should not hesitate to adjust this teaching order, however, should individual circumstances dictate a change.

TRAFFIC RULES FOR SAFETY

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

Beginning at approximately age four, children can recognize the shapes/colors of the stop sign and the traffic light. They soon associate these safety signals with responses made by the driver of the family car. This lesson is designed to extend this basic understanding of stop signals. The lesson not only reinforces appropriate reactions to stop signals but also introduces the concept that traffic laws provide for the existence of these signals. Children will also learn that the basic rationale for traffic rules is to provide for public safety.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Demonstrate and state appropriate driver reactions to a stop sign and a traffic light.
2. Explain why traffic rules are needed in their community.
3. Explain that local legislation provides for the existence of stop signals and other traffic signs.

LEARNING ACTIVITIES:

The teacher begins the lesson with a brief class discussion of the many modes of travel in our country. The teacher soon focuses on ground transportation and lists on the chalkboard different ways to travel on land as students provide them. The list might include: horseback, train, car, truck, bicycle, etc. The teacher then gives individual students the opportunity to role play particular modes of ground transportation, including appropriate sound effects.

Then, the teacher advises the members of the class that they each need to select a means of transportation from the list on the board to "act out." Children's names are then written next to the means of transportation which they have selected. A circular area approximately 10 feet in diameter has previously been marked on the floor of the classroom. Children are advised to enter the circular area demonstrating their particular mode of transportation. They are to move around this area, covering as much of the area as possible while the music is playing. The teacher starts recorded music and lets it play until children begin to encounter serious difficulty moving about the circle. After several minor collisions, the teacher stops the music and advises the children to sit down for a discussion of what has happened.

In the initial phase of this discussion, children describe their difficulties and frustrations in moving about the circle without any regulations or restrictions. The teacher then asks the children to suggest ways to improve the quality and safety of their movement. The teacher stresses that the class must find a way to move around the entire circle in a manner that ensures the safety of everyone. The children might suggest having only part of the group move at any given time and/or having everyone move in the same direction. The teacher allows the class to try all suggestions (with music playing for each). After

each tryout, the teacher reminds the students that their traffic system must allow everyone in the class to travel throughout the entire circle in a safe manner and asks the students for reasons why their suggestions have not fulfilled the previously discussed criteria.

After trying several suggestions, the teacher introduces a cardboard stop sign(s) and quickly discusses reactions it should elicit from the student "vehicles." The teacher then instructs students in a traffic pattern that will allow the entire class to circulate around the area (one possibility: a large figure-8 with all students moving in the same direction). The teacher selects student(s) to hold the stop signs, positions the student(s) at traffic intersections, and advises the student(s) to change the direction of the traffic flow at the teacher's signal. The teacher again starts the music and signals the change of direction of traffic flow at appropriate intervals (approximately 10 seconds). The teacher stops the music after the students have successfully circulated around the area several times. Students then sit down and again describe what has happened. The teacher guides the students to give ways in which this last experience was an improvement over the earlier ones. The teacher then draws the comparison between this last experience and the traffic regulations developed in our society. The teacher concludes by asking the students to develop one major idea to explain why people develop traffic rules and stop signals.

FOLLOW-UP ACTIVITIES:

To extend this lesson, the teacher might have students complete the following additional activities:

1. Draw a picture of a stop sign and traffic light, with family vehicle(s) and other traffic making appropriate reactions to the signals.
2. Design an alternative form for the stop sign and traffic light. Explain to students why the present forms have developed (universally recognizable, easy to see, simple and readable, understandable, incorporation of the "danger color" red, etc.). Advise them that they need to provide for these factors in their designs.
3. Write a short paragraph expanding the rationale for stop signals developed in class discussion.
4. Develop additional rules for traffic safety not currently legislated.
5. Students can learn from the following safety poem:

STOP - GO

by Dorothy W. Baruch

Automobiles
In
a
row
Wait to go
While the signal says...
STOP!!

Bells ring
Ting-a-ling!
Red light's gone!
Green light's on!
Horns blow
And the row
Starts to
GO!

EVALUATION:

The success of the basic learning activities can best be determined by teacher observation of class discussions and their various experiences moving around the circular area marked on the classroom floor. Additionally, several of the extension activities (particularly the short paragraph expanding the rationale for stop signals and the picture of appropriate reactions to stop signals) can be adapted for the purpose of evaluation.

RESOURCES:

- A circular area approximately 10 feet in diameter marked on the classroom floor with tape
- A stop sign(s) made from cardboard (laminated if possible)
- A tape recorder or record player
- Rhythmic, movement-oriented music (ideally with a transportation theme; possible songs included might be: "Clang, Clang, Clang Went the Trolley," "Little Deuce Coupe," or "On the Road Again")
- For the follow-up activities, resources include: paper, pencils, crayons, markers, colored pencils, a ditto of the poem "Stop-Go," scissors (to cut out sign designs).

SIGNS MEAN SAFETY!!

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This lesson is intended to extend student understanding of ideas presented in the lesson, "Traffic Rules for Safety." Consequently, it should follow that lesson in teaching sequence. This lesson specifically acquaints students with other types of traffic aids beyond stop signals (i.e. warning signs, informational signs, yield signs, etc.) Students also learn that these traffic aids carry the force of law and that they should include these aids in their previously developed rationale for traffic rules/regulations (i.e. these aids also provide for public safety).

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Associate a function with various shapes commonly used in traffic signs (i.e. octagonal signs mean stop, yellow, diamond-shaped signs mean warning; rectangular signs give information; etc.).
2. Explain why traffic signs are needed in their community.
3. Demonstrate an understanding of appropriate use of various traffic signs.

LEARNING ACTIVITIES:

The teacher begins the lesson by showing a cardboard stop sign to the class. The teacher asks the class to identify the sign, state its function, and briefly explain the rationale for the sign. The teacher then introduces other cardboard signs to the class. The teacher shows a railroad crossing sign, a yield sign, a warning sign, and an informational sign to the children. With each sign, the teacher briefly explains its function, then asks students to give examples of how/where such signs are used and state why they are necessary. To reinforce the students' recognition of the function of these types of signs, the teacher then mixes the order of the signs and shows them to the students in "flash card" fashion until the students can rapidly identify the signs by function.

Next, the teacher, with student input, develops a map of the immediate area of the school building surrounding their classroom. This map-sketch can be done on an overhead projector or on the chalkboard. The teacher might allude to proper terminology as the map is drawn (such as scale, legend, symbols, etc.); such map skill instruction, however, is not absolutely necessary and should not reach the point where it detracts from the main point of the lesson. Using the map, the teacher then discusses traffic flow in the immediate school area with the students. The teacher asks the children to determine possible "danger" areas, find congested areas, give information about traveling in the area that visitors might need to know, indicate warning signs that might be appropriate,

place stop signs, etc. The teacher marks these places on the map using appropriately colored markers (yellow for warning signs, red for stop signs, etc.). As each location is marked, the teacher should ask students to explain briefly why a particular type of warning sign best fits that situation.

The teacher then selects students to make signs for each marked location. The students can work individually or in small groups, depending on the number of signs needed. The students should use the teacher's sign models to trace outlines of the needed signs on the stiff construction paper or tagboard. The students should then letter and color their signs according to common guidelines. With teacher supervision, the students then place their signs around the school in the appropriate locations. The class returns to their room and briefly discusses how these signs should improve traffic flow in their part of the school building.

EVALUATION:

The teacher can determine the success of this lesson be observing its component activities. Whether students can associate function with traffic sign shape can be determined by observing student responses during the "flash card" activity in the early phases of the lesson. Whether or not students understand appropriate uses of various traffic signs can be determined by observing how well students determine situations needing traffic signals in their school and neighborhood. Additionally, two written techniques can be used to confirm mastery of these objectives if the teacher feels them necessary. A brief quiz can be prepared on a ditto in which students match sign shapes and sign functions. Students can also be asked to write a short paragraph justifying the placement of a particular sign that the class decides is necessary in their neighborhood.

RESOURCES:

- Cardboard traffic signs (a railroad warning sign, stop sign, yield sign, general warning sign, and informational sign) appropriately colored and laminated if possible.
- An overhead projector and colored markers (if available); if not available, a chalkboard and colored chalk.
- Tagboard or stiff construction paper.
- Pencils, crayons, markers, colored pencils.
- Scissors.
- Masking tape to hang signs.
- Ditto for quiz (if desired by teacher).
- Paper and pencils for paragraph (if desired by teacher).

A COMMON RULE(R)!!

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This short lesson illustrates the principle that commonly accepted standards of measurement and behavior are necessary for the orderly functioning of our modern society. The idea that people can "do their own thing" is a popular one in America today. Nevertheless, students need to be aware that a certain standardization of behavior and measurement is desirable; without common standards of conduct and practice, confusion and chaos will result in our society. This lesson promotes this awareness in children.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. State a rationale for commonly accepted standards of measurement.
2. State reasons why commonly accepted standards of conduct are needed in a modern society.
3. List areas in our society in which standardization of conduct and practice is both necessary and desirable.

LEARNING ACTIVITIES

The teacher begins the lesson by listing on the chalkboard three objects contained in the classroom. The list of objects might include: the teacher's desk, a book, a window sill, the chalkboard (to measure length), and a playground ball (to measure circumference). The teacher divides students into measurement teams of three students each (two measurers and a recorder). The teacher provides each team with a handout listing the items to be measured; a preset order of measuring the objects might reduce confusion as groups move about the room. The teacher's final instructions to the teams include the one criterion for measuring these items -- the students must use only what they have with them to determine the measurement of their three items. The students then move about the room until they have measured the three items listed on their handouts.

The students again meet as a class and discuss their results. Very quickly, confusion should exist as students offer a variety of measurement results for each item. The teacher should guide the students to discover their problem -- each of the teams used different standards to complete their measurements. The class should then determine what they should do to remedy this confusing situation and agree upon a universal standard of measurement that would ensure uniform results, should they measure these three objects again. At this point, the teacher moves the discussion beyond the immediate situation by advising the children that many societies have faced a problem similar to the one the class has just faced. Early people used many different measurement units, including such potentially confusing ones as the "span" (the distance across a person's hand when the fingers are spread apart) and the "cubit" (the distance from the fingertips to the elbow). Societies have had to adopt standard measurement systems to promote accuracy and reduce confusion. The teacher briefly discusses the

two most common examples of standard measurement systems with the students (the English system and the metric system).

The teacher again moves the discussion beyond the immediate question of a measurement system for the class by introducing the idea that societies have standardized other things besides measurements. Through laws, societies have provided guidelines for standards of conduct and practice as well as measurement. The teacher offers several examples of such legal standards (examples might include: specific consumer protection laws for products familiar to the children, traffic laws, motorcycle helmet laws). The teacher advises the students that the primary reason that societies have such limits/standards for behavior is to protect the safety and welfare of their citizens. The teacher then uses an example of a legal standard cited previously to illustrate this idea that such statutes exist to protect citizens.

The teacher then has students reorganize into the measurement teams of the initial activity of the lesson. The teacher asks these small groups to list examples of legal standards that protect us every day. This concept is a difficult one for this age level; the teacher may have to prompt students with additional examples and/or direct their attention to areas familiar to them. Each group should list 2-3 examples. The lesson concludes with each group sharing its list. The class as a whole should discuss how these standards do indeed reduce confusion and promote safety for everyone. The teacher leaves the class with the idea that these standards make our neighborhood/community a better place to live.

EVALUATION:

No formal evaluation is recommended for this lesson. The success of this lesson can best be judged by informal teacher observation of class discussions and the quality of the lists submitted by the small groups.

RESOURCES:

- A ditto listing three classroom objects for measurement.
- Pencils.
- Paper for small group note-taking.

WHAT WOULD HAPPEN IF...?

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This lesson is intended to further acquaint children with the concept that our legal system has utility; children will learn that laws are not passed arbitrarily, but exist for a reason. Laws exist for public safety and protect the welfare of our citizens. Students will understand this basic rationale for our legal system after considering what might happen if certain commonly adopted laws did not exist.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Demonstrate an understanding that laws are essential for public safety.
2. List a number of laws that contribute to peace and order in their community.
3. Give consequences that would befall society if certain statutes no longer existed.
4. Consider the ramifications for peace and order in a society if no legal system existed to protect its citizens.

LEARNING ACTIVITIES:

The teacher begins the lesson by briefly introducing the idea that laws exist to protect the safety of our citizens. The teacher offers several examples of local statutes that are intended to promote order and keep people safe. These examples might include: the requirement that people stop for red lights and stop signs; the limits on automobile speeds; and laws against assault. The teacher then asks children to add to these examples and compiles a list of laws that protect the safety of our citizens.

The teacher then selects a particular statute for closer examination from the list on the board. The teacher discusses with students ways in which this law protects the public. The teacher soon guides this discussion to an examination of what might happen if this law did not exist. The children describe scenarios that would occur if this law were eliminated or had never been passed. After a thorough discussion of these possibilities, the teacher gives the class an assignment. The children are asked to return to their seats and study the list on the board. They are to choose a particular law from the list and think of what might happen if that law no longer existed. Students will then describe in a short story one of the negative consequences if the law no longer existed. After they have completed the story, they should illustrate it with a picture collage showing the consequence. Students should first draw a basic outline sketch of their consequence on drawing paper. Then, they should add photos from magazines and/or newspapers to complete their drawing.

The lesson concludes with students sharing their drawings and discussing the many negative consequences that would occur if we did not have laws to protect citizens. The teacher might also briefly help students categorize these consequences so that students can see the types of dangers that would no longer be restricted by laws. As a final discussion topic, the students can consider life in a society that did not have laws to protect the safety of its citizens.

EVALUATION:

The stories and collage pictures provide excellent opportunities for assessment of the effectiveness of the lesson. The teacher should include among evaluation criteria the realism of these descriptions and the likelihood that the consequence depicted in them might actually occur. Additionally, the teacher should observe the student discussions, particularly the final discussion session, to determine how well the four objectives were met in this lesson.

RESOURCES:

- Chalkboard, chalk.
- Writing paper, pencils, erasers.
- Drawing paper.
- Crayons, pencils, colored pencils.
  Magazines and newspapers that can be cut up.
- Scissors, paste, and glue.

TASKS IN OUR COMMUNITY!!

GRADE LEVEL: Primary (2 and 3)

MAJOR IDEAS:

This lesson is intended to generate a sense of civic responsibility in children by making them aware of tasks that could be done to improve life in their neighborhood. The students will complete a survey of their neighborhood, noting public property in need of clean-up, maintenance, and/or repair. Through discussions, they will learn the municipal/county department which has primary resonsibility for completing these jobs. They will also learn that citizens can assume responsibility to improve public property and consequently improve the quality of life in their community. If time permits, students can actually complete a public works project as a follow-up to this activity.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. List a variety of improvement projects which would benefit their school community.
2. Name the municipal or county departments with primary reponsibilities for the public property on which these proposed improvement projects are located.
3. Chart courses of action appropriate for the concerned citizen to complete these neighborhood improvement projects.

LEARNING ACTIVITIES:

The teacher begins the lesson with a discussion of responsibility for the maintenance and improvement of public property in the neighborhood surrounding his/her school. The teacher briefly lists the types of public property in the school's immediate area and the agency primarily responsible for that property. For example, county roads (both roadway and adjoining ditches) are typically maintained by the county highway department; state roads (roadway and ditches) by the state highway department; storm sewers in towns are typically maintained by a municipal department of public works. The teacher advises students that primary responsibility/authority for maintenance of these properties lies with these agencies. In times of limited resources and increasing needs, the agencies sometimes cannot keep all public property in optimum condition. In these times, concerned citizens can help these agencies by volunteering knowledge, advice, and even labor to keep public property in good condition. The teacher offers examples of instances in which citizens have shown civic pride/responsibility by improving public property (Boy Scouts often have litter clean-up drives and volunteers often assist governmental agencies in times of storms or floods). The teacher advises students that the result of such volunteer service is public property that works better, looks better, and adds greatly to community life.

The teacher then tells students that today they will have a chance to become concerned citizens and help improve the quality of their neighborhood. Students will survey the neighborhood and discover projects that are needed to maintain public property in the area. The teacher should prepare the class for this walking tour of their neighborhood by briefly reviewing public property in the area (parks, roadways, public buildings, traffic signs, street lights, storm drains, etc.) and discussing maintenance these properties might need (painting, patching, clean-up, replacement, new bulbs for lights, filling/resurfacing of potholes, etc.). The teacher advises students that they are to look for ways to help improve their neighborhood and report them to the teacher. The teacher will record these observations for discussion later. The class then takes a walking tour of the neighborhood surrounding the school. The tour should last approximately 15 to 20 minutes.

The class returns from their neighborhood survey and discusses their observations. Initially, students simply report what they discovered on their tour. After several examples have been given, the teacher places several categories on the chalkboard and begins to classify the students' observations by type. The observations can be categorized in a variety of ways, including: by location, by agency responsible, by urgency, or by the nature of the needed maintenance. Once the classification has been completed, the students then consider appropriate action the class might take as concerned citizens to complete these improvements. In some instances, no action might be appropriate; in others, a phone call to the responsible agency might be appropriate. The class concludes with the selection of a committee to complete one of the improvements on the class's list (one suggestion: the teacher should select the least difficult improvement for the class to undertake, such as a phone call to the responsible agency). The teacher formally ends the lesson by reviewing what the students have accomplished and will accomplish in the future; additionally, the teacher reinforces to the students that they have acted as concerned citizens during this lesson.

ADDITIONAL ACTIVITIES:

1. Locate necessary improvements to public property on a dittoed map of the school community/neighborhood.
2. The class might attempt a more extensive project such as raising money to plant a tree, paint a park fence, or clean up litter along a roadway. (Teachers should be aware of school rules regarding fund-raising.)
3. The class could specify a particular improvement area and promote public awareness through posters, door-to-door visits, newspaper stories, or talking with members of their own families.

EVALUATION:

No formal evaluation is recommended for this lesson. Informal teacher observation of discussions and student conduct on the walking tour should indicate the success of the lesson. Additionally, the teacher can judge the quality of the students' list of needed neighborhood improvements. The enthusiasm with which students approach this neighborhood survey also serves as an indicator of the lesson's success.

RESOURCES:

- Information regarding municipal, state, and county agencies responsible for public property maintenance in the area surrounding the school.
- Notebook, clipboard for recording student observations while on the walking tour.
- Chalkboard and chalk, or overhead projector and markers.
- The additional activities will require resources that might include: materials to construct posters, ditto maps of the neighborhood, materials to complete a community improvement project, telephone, a visit to the newspaper to deliver a story, etc.

GRADE LEVEL: K-3

MAJOR IDEAS:

Some activities should take children out of the confines of the classroom. They need guidance and direction in developing decision making skills in a group setting. Visits to the market, the department store, the hospital are examples of extension of the classroom into the public sector. Usually these visits involve basic rules of conduct and do not involve group making decisions other than the discussion of the rules in the classroom prior to leaving on the field trip. This lesson provides children with experiences in a group setting, group decision making and in oral communication.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Participate in group decision making and make decisions.
2. Identify subjects to be included in the project.
3. Operate a camera and a cassette tape recorder.
4. Tell what they see and communicate this on a tape recorder.
5. Summarize their findings and explain the process they used in selecting their subjects.

LEARNING ACTIVITIES:

You will need an instant-loading, still camera and one tape cassette recorder for each group of children. Divide the children into groups of four, each group having a tape recorder and a camera. Prior to this activity you will need to instruct the children how to use the camera and tape recorder. With kindergarten and first grade children you should have one or two adults along to assist.

Before undertaking the field experience, you need to identify the concept(s) you are developing and determine how it will be part of your unit of study. In kindergarten you could be developing the concept of types of building materials and take the children on a walk through the neighborhood. Hopefully some building construction is taking place.

On the walk, the children in each group decide the subject to be photographed. One child takes the pictures while the other three tell about the picture that was just snapped, what they see, and record their responses. You and your assistants should help the children to interpret what they see by asking probing questions, but not telling them what you see. The children should take turns so that each child has an opportunity to snap at least one picture.

When you return to the classroom, you will have to see that the films are developed as soon as possible. When completed, mount the pictures on construction paper and let the children view them while listening to the tapes. A spirited discussion can take place at the same time. The pictures can be posted on the bulletin board, placed in a scrap book, used in a listening center, etc.

Major Ideas:

Children need a variety of experiences in working together. We help them establish rules of conduct for the good of all (citizenship skills), but these are usually in matters of a routine nature, i.e., sharing materials, taking turns in the classroom or the playground, listening to others, etc. We need to extend these skills to other academic areas of the curriculum. Social studies provides a unique avenue for the development of social interaction skills as concepts are being developed. Most any unit/topic/concept can be developed or used in this lesson. Holiday, pets, helpers, careers, the neighborhood, the city, etc., are appropriate.

Learning Objectives:

As a result of this lesson, students will be able to:

1. Identify and name the person, place or thing represented in the picture.
2. Demonstrate their ability to work with peers.
3. Demonstrate their ability to share materials with their peers.
4. Demonstrate their ability to perceive the necessary part to complete a picture and how to exchange with their peers to obtain the part or parts.
5. Explain why it is necessary to work together to accomplish a task.

Learning Activities:

The teacher begins the lesson with a brief discussion of sharing and helps the children to identify experiences in their own lives requiring them to share with others. From this point, the teacher should discuss with the children the idea of acquiring something to complete a project. How did they go about it? Try to relate this to concrete examples in the environment. Even kindergarten children can tell about sharing and exchanging various blocks to construct something or exchanging items within the playhouse, etc.

The topic/concept/unit will dictate the pictures to be used. Use large pictures at least 8 x 10½ inches. Cut the pictures into as many pieces as the number of groups you will have working, i.e., 20 children into pairs = 10 groups and 10 pieces of a picture. You need 10 pictures total. Cut the pictures using straight lines for kindergarten and first graders; however, older children could work with different shapes. Give each pair of children one piece from each of the 10 pictures. Tell them they are to complete a picture by sharing or exchanging pieces with others. You will have to discuss rules of conduct, sharing, etc., prior to the lesson. You might have to tell the younger children what person, place or thing they are to make or put together, i.e., an animal found in a zoo or a person who cleans the school.

After the children have their picture together, they can share their findings with the class and tell something about the picture. The teacher should follow up with a discussion of the process the children went through to put together their pictures.

It is suggested that the pictures be laminated for durability prior to cutting; also, if possible, mount the pictures on heavy construction paper or very light tag board; particularly for use in kindergarten and first grade.

One of a Kind

GRADE LEVEL: K-3, however, the higher level concepts involved in this lesson could be too difficult for K-1.

MAJOR IDEAS:

In developing children's ability to make decisions which are necessary for effective citizenship, some focus must be directed toward helping children understand the uniqueness of each individual. Decisions are usually not made in isolation, but in consort with others or at least with others in mind, particularly those decisions affecting social interaction within the public's view. In addition to presenting lessons on cultural likes and differences, teachers need to help children look upon themselves as unique individuals. This lesson is just one of many that could be used to introduce the subject of uniqueness, self-concept, etc.

LEARNING OBJECTIVES:

As a result of this lesson, students will be able to:

1. Identify characteristics that make people different and unique.
2. State reasons why each person is different and unique.
3. Identify characteristics that make them unique.
4. State reasons why it is necessary to recognize the uniqueness of individuals in a modern society.

LEARNING ACTIVITIES:

You will need a large sheet of drawing paper, large sheets of several colors of crepe paper or tissue paper and paste. Proceed to tear various colors of paper into jagged free-form patterns which you mount on the drawing paper. It would be best to create a simple design or an abstract expression. Talk to the class and have fun while you're working. When the masterpiece is finished, ask:

> "Have you ever seen this before? One exactly like this? What can you say about this work of art that is true? Do you know the meaning of any of these words--creation, creative, create, creatively?"

Lead the children to discuss the fact that what you did was to create a piece of art. It would be impossible to duplicate the exact creation because the same tears in the paper could not be duplicated, the same paper could not be used, etc.

After you have complete the discussion, ask the children to create their own masterpieces. Let them choose between using crepe paper, construction paper, tissue paper, crayons, or magic markers. When the students have completed their creations, ask them to compare with each others. Ask if any are the same. They should realize that each work of art is one of a kind.

When they appear to understand what you're talking about, you should ask as an evaluation: "Can any of these same ideas we've talked about be applied to human beings?" Lead them to a gradual realization through their own thinking that each one of them is different, each unique, each irreplaceable and impossible to duplicate.

Major Ideas:

Usually in the third grade many schools present "the city" as one of the major units in the social studies. Often times some beginning map work is included as part of the unit or as a separate topic. Both topics are appropriate for group work and social interaction. However, students need instruction and experiences in working together and this can be accomplished with just two children prior to having groups of 4 to 6. This lesson combines basic map skills, map coordinates, with the development of social interaction skills. Children need many experiences in working together, but not just with the daily routines of taking turns in the hall, on the playground and in the classroom; sharing materials in learning centers; selecting teams and/or leaders, etc.

Learning Objectives:

As a result of this lesson, students will be able to:

1. Locate places on a grid using coordinates.
2. Demonstrate their ability to work with peers.
3. Demonstrate their ability to share materials with their peers.
4. Explain why it is necessary to work together to accomplish a task.
5. Locate places in their city on a map/grid and explain to another person how to find said places. (extension and enrichment)

Learning Activities:

The teacher begins the lesson with a brief discussion of how we locate a place within the city, i.e. friends, adults, telephone book, maps, etc. Point out that it is sometimes necessary to be more specific in helping a new friend locate a place if they are new to the city. Approach the idea of using a map first before telling a friend how to find a place.

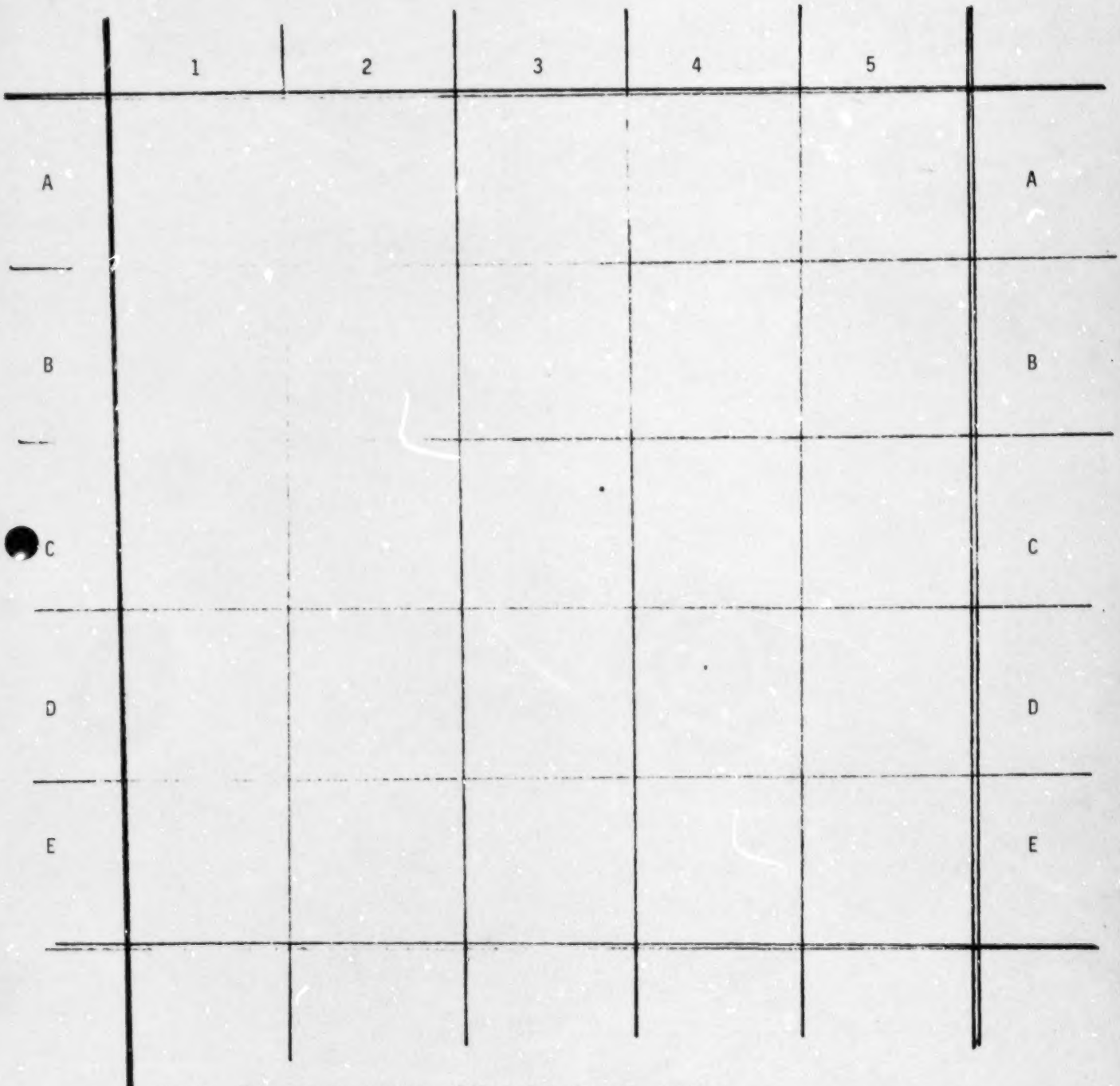
Using either a large piece of oak tag of blank sheet of artist pad, make a mark somewhere on the sheet. Ask students to describe exactly where the object is located. Keep turning questions back to the children. Then use another piece of oak tag (could be on the reverse), artist pad or make a grid on the chalkboard. Make the same mark on this sheet and ask the children to describe exactly where the object is located. They should respond with letter and number of name of coordinate square. Make another mark and repeat the question. (See attached example which may be modified as necessary; same as "Find Four").

Pair off children as you deem appropriate, then tell the students that each one will receive a grd sheet, "Find Four" and they are to color in 4 squares that must be touching sides. You could demonstrate this on your chart or on the chalkboard. The children are not to show their squares to their partner; keep it a secret; don't show your papers to anyone.

After the children have colored in the 4 squares they are to use grid numbers and letters in an attempt to locate their partner's four colored squares. They are to take turns in the search and the first one to find their partner's squares wins. (This is similar to the game, "Battleship".) If the exercise goes well, then a more complex grid can be given to the children.

An extension of this would be to give the children a map of their city or some part of it with the same map coordinates as the grid. Working in paris, the children can take turns naming places or giving map coordinates while the other one locates the places or names them.

FIND FOUR



Need: Two people and two "Find Four" grid sheets.
Each person colors in 4 squares that must be touching sides.
Don't let the other person see your sheet.
Using grid numbers and letters, try to find partner's four colored squares before they find yours.

There are numerous learning activities that can be utilized to promote the tools of social decision-making for primary age children. The creative teacher can adapted the "traditional" activities in meeting the needs of young children, in addition, he/she can develop his/her own activities. The following brief activities are only a beginning and only suggestive as to what can be done to develop decision-making skills:

1. Have the children select a room at home (the same, such as the kitchen, living room, etc.). Collect data of the things found in the room. Chart it, compare and classify. Divide students into groups of 4 to 6 and have them select from the data collected what they would place in the same room of their own. If studying another culture, compare their findings with what would typically be in the same room of the other culture. Groups then report their decisions and compare.

2. Hand groups of children a globe. Let them brainstorm for uses, information, etc. Teacher lead a discussion following the activity.

3. In studying another culture, place, or country, have the children pack a suitcase - what would you take if you were going to visit it. Small groups using group consensus would make the decisions.

4. Leave a time capsule or fill a box in a building corner stone. Have the children write down two or three items they would leave or place in the corner stone Divide children into groups of 4 to 6 and select from the individual choices six items they would place in the box, etc. They must have reasons for their choices. This activity could be done using a tape recorder.

5. Living time line. Select the time period you wish to illustrate. Write the events you want to highlight on 3 x 5 cards. According to the number ov events and period of time you want to use, makr off the distance in the room or hallway. Give each child or group of children a card. Students then arrange themselves into this distance according to the time period of their event. Establish your ground rules before you start. This activity would be too difficult for most children below the third grade.

6. Divide the children into groups. Give each group a paper clip. Have them record all the uses they could make of a paper clip. Compare responses and chart on chalkboard, etc.

7. Follow the same principle of charades, but divide the children into groups and have them present their people, place, or thing as a total group acting out the role.

8. Divide the children into groups and give each group a set of pictures. The children are to classify the pictures under the correct title, heading, or concept you have selected. An example would be a study of the farm in first grade. You could have a fruit and vegetable farm, a dairy farm, a grain farm. A study of animals in kindergarten and first grade would be appropriate for this activity, i.e. pets, wildlife, zoo.

9. Picture time line. Select the time period you wish to illustrate or sequence of events. Give the children 3 to 10 pictures illustrating the period or event (depending on the age group) and ask them to place the pictures in order.

10. At the beginning of the year, discuss with the children the reasons for rules and standards. With the children decide on a few basic rules that all should follow and place these on a chart and post where everyone can see. Even kindergarten children can do this activity. Too often teachers give "lip service" to this activity and fail to work with the children in establishing guidelines.

Grade 3, however one or two could be adapted for grade 2.

SIMULATION ACTIVITIES FOR SOCIAL STUDIES

Children learn content and develop the ability to work together in harmony through the imaginative sharing of games. A game has specific rules and goals and incorporates the mental and physical aspects of play. In play, children are freed from the restrictions often imposed by traditional learning, and they find that pleasure and learning go hand in hand. By using games in the classroom you become a facilitator rather than an authority. Children become active decision makers and experience healthy social interaction, and stimulation and variety are built into the learning process. Games can be adapted to the varying needs, interests, and ages of the children you teach. They are fun!

1. EXCHANGE OF GOODS - Have each child make $100,000 paper play money in varying bill denominations, then select a product that he/she wants to sell, perhaps automobiles. Pictures of the product are cut from a supply of magazines and newspapers and the product line is priced. The children proceed to buy and sell from each other. The winner is the child with the most cash at the end of the game. Vary the game by including a banker who loans money at interest (this might be too difficult for most third graders).

2. WHO AM I? - Divide the children into teams. Each team selects a person or event from history and makes a list of identifying characteristics. Working together, all the children develop general questions for the game, and each team uses these questions to guess the person or event chosen by the opposing team. The team with the most number of correct guesses wins. Vary the game by using geographic locations, economic, social, or political problems and situations.

3. THE HOLIDAY GAME - Make construction paper symbols of various holidays celebrated throughout the year. Using clothespins, hang them in random order from a cord, or tape them to the chalkboard with masking tape loops. Ask the child to rearrange the symbols in their proper order in time--an excellent way to introduce primary children to the time line.

4. PEOPLE - Make this game from file cards. On one card, place the picture or name of a famous person. Make three cards for matching -- one containing the achievement, another the date, the third a location or some other significant information. Make several sets to complete the deck. The game can be played using the rules of Rummy or Authors.

5. PACK MY TRUNK - Children are divided into two teams. Suppose the kids have been studying Japan and are going to pack their trunks with products purchased there. The first player says he/she will pack his/her trunk with rice. The next player, from the opposing teams says, rice and adds fish, and so on. If a child can't repeat all the articles and add a new one, he/she must drop out.

6. IMPORTANT PEOPLE - Cut out pictures of people in the news and detach their names. Number the pictures and display them. Have each child number a paper to correspond to the number of pictures. During free time, the children try to name as many people as possible. Don't take off for spelling. The child who correctly names the largest number of personalities wins.

Taken from the Instructor, February, 1977.